

BASICS DELIVERY PROTOCOL
(Brief Alcohol Screening and Intervention for College Students)

TRANSYLVANIA UNIVERSITY

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Assessment and Feedback Application

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DELIVERING BASICS SESSION 1

Goals for BASICS Session 1

- Develop rapport and trust
- Discuss confidentiality and its limits
- Identify referral sources, determine how students feel about BASICS, debrief incident of student coder violation or arrest for mandate students
- Orient the student to BASICS
- Complete a brief drinking history
- Assess past month drinking quantity and frequency using TLFB-30
- Identify student's "stage of change"
- Explore what would motivate the student to change (i.e. develop discrepancy)
- Teach student how to use self-monitoring cards
- Gain commitment to complete the on-line assessment using eCHECKUP TO GO

What to do before the first session

- Review and practice this BASICS Delivery Protocol
- Materials for TLFB-30, drinking self-monitoring cards & eCHECKUP TO GO URL

What to do during the first meeting

PART 1 15-20 Minutes

➤ Develop rapport and trust

Begin the session by getting to know the student as a person. Ask him or her about where they lived before coming to your campus and their current campus residence, their year in school and major or subject matter interests, how things are going academically and socially, extra-curricular activities, etc. Be willing to spend 5 minutes or so asking a variety of closed and opened-ended questions followed by reflection to get acquainted with the student, their context at your school and put them at ease before beginning the tasks of BASICS Session 1.

➤ Review confidentiality and Its Limits

All the information gathered in the process of completing BASICS is held to the same standard of confidentiality as other medical information. There are very rare situations where I may need to break confidentiality to ensure your or someone else's safety. For example, I am required by law to break confidentiality if I were concerned that you were in imminent danger to yourself or another person or if you told me about the past or current case of physical or sexual abuse of yourself or someone else. It is very unlikely that any of these circumstances will occur during our time together and if they do, we will discuss thoroughly the best way to keep you or other people safe and preserve your privacy as much as possible. Do you have any concerns about confidentiality? (Modify as necessary to conform to your state law, university policy and the ethics of your profession)

➤ **How was the student referred to BASICS and how do they feel about it?**

Many students participating in BASICS are doing so because they have violated campus alcohol policy, have received a MIP (Minor in Possession of Alcohol) Citation in the community or they have been transported to a hospital emergency room for an alcohol overdose (or all three!). Other students doing BASICS will be self-referred, referred by medical or mental health service staff, residence life staff or the athletic department. Understanding the referral pathway for your BASICS client is critical information for how the student will view BASICS and must be identified and processed with the student.

Even if you know the referral source, spend some time talking the student about how they came to participate in BASICS, how they feel about their experiences on the way to BASICS and what they expect will occur during the BASICS Program. Using open-ended questions and reflection to process the student's attitudes and feeling about BASICS and be sure to affirm any behaviors that you observe that will increase the student's sense of being understood, supported and accepted by you as the BASICS Practitioner. This may serve as a jumping off point for discussion about broader issues in the student's past or their current lifestyle as a student at your college or university.

➤ **Students mandated to participate in BASICS**

Students in violation of the student code of conduct, referred from community law enforcement or who were transported to the emergency department due to alcohol overdose will likely be mandated to participate in BASICS as part of their sanction. These students are likely to be anxious, angry and self-conscious about BASICS and potentially wary about you as a service provider. In order for BASICS to be optimally effective and for you develop rapport and trust, it is important that you debrief the incident that led to the student's mandatory participation, differentiate yourself from the referring authority, describe your position and role at the university and clarify what you will and will not report back to the referring authority. Explain your university's parental notification policy so the student will know if their parents will be told about the incident and their BASICS participation.

Your dialogue with a mandated student might go something like this: *"I understand that you have been mandated by (source of referral) to participate in BASICS because (reason for referral) and I would like to understand the incident that led to your referral and how you feel about being here today. Could you please describe what happen and the process you went through before coming here today?"* (Listen carefully and reflect the student's story)

I want you to understand that my role as a (your position, i.e. Health Educator, Counselor, Psychologist, etc.) at the (your student services delivery site) is to help you determine the extent to which your drinking may be a threat to your safety and health and not to further punish you or tell you what to do. The office that referred you (name referral source) will only be told that you attended BASICS and participated in the program by being cooperative with me during our sessions and completing the on-line eCHECKUP TO GO survey honestly and completely. (Modify if your schools reporting policy differs)

➤ Orient the student to BASICS

To orient the to BASICS explain that: “BASICS takes place in two sessions each lasting about 45 minutes to an hour. Today’s sessions is about getting to know one another, understanding the BASICS process and to talk about why you are here and explore your past and current pattern of drinking. After I explain how BASICS works and answer any questions you may have about the process, you can tell me about what brings to BASICS and how you feel about being here today. After we do that, I will ask you some questions about your experiences with alcohol before you came to college and about your pattern of drinking in the past month. After we complete your drinking history and recent pattern of drinking, I will give you information about how to access a short on-line survey called eCHECKUP TO GO that will form the basis of our next session and I will teach you how to use self-monitoring cards to record your frequency and pattern of alcohol use between sessions, if you choose to drinking during that time.

Right after this meeting or within at most a day or two, it is important that you to go on-line and complete the eCHECKUP TO GO Survey so I can access your eCHECKUP TO GO Drinking Profile in time to prepare of our next meeting. We will schedule our second and last session of BASICS in a week or two. During our next session, we will go over your eCHECKUP TO GO Drinking Profile and discuss what the results mean to you and how you plan to respond to what you have learned about your drinking pattern in our two meetings. Do you have any questions about BASICS? What do you think what you are being asked to do? How do expect things will go from here?

PART 2 20 Minutes

➤ Explore Drinking History

Ask the student the series of open-ended questions below and follow up with closed-ended questions as necessary and reflections of the student’s statements. Be alert for opportunity to affirm the student for their candor, cooperation, thoughtfulness, etc.

Now I’d like to spend some time talking with your about your experiences with alcohol before you came to college?

- 1. Please tell me about the first time ever had even a taste of alcohol. About how old do you think you were and what was your experience on that occasion?*
- 2. Describe the first time you drank enough alcohol to feel intoxicated? What was it like for you to feel the effects of alcohol for the first time?*
- 3. Did you continue to drink alcohol after that first time? About how often and how much?*
- 4. What was your pattern of drinking like while you were in high school?*
- 5. How has you pattern of drinking changed since you’ve been in college?*

➤ Complete Timeline Followback (TLFB) 30-Day Alcohol Use Calendar (TLFB User’s Guide, Standard Drink Chart and TLFB 30-Day Drinking Calendar)

The purpose of this activity is to teach the student about how to accurately measure their quantity of alcohol consumption in “standard drink” units, to normalize talking about drinking with you and to get an *approximation* of the their frequency and quantity of drinking in the past month. The TLFB-30

activity sets the stage for a more accurate assessment of drinking on the eCHECKUP TO GO on-line survey and demonstrates to the student that you are interested in their pattern of drinking, but will not react to their disclosure of their recent drinking pattern with judgment or prescriptions to change, but rather with acceptance and non-judgmental understanding.

Note: Don't worry about getting an absolutely accurate or comprehensive drinking assessment for the past month during this task, you will not capture and use any of this data for the feedback session rather this process is to get an "estimate" of past month drinking, to reduce anxiety about discussing drinking with you and to improve the accuracy of the eCHECKUP TO GO on-line survey.

In order to get an objective understanding of your recent pattern of drinking, it is important to determine how often and how much you usually drank over the past month. In a minute I will help you fill out a calendar of your drinking pattern for the last 30-days, but first it's important to spend a moment talking about how to accurately measure the amount of alcohol in the drinks you consume. What types of alcoholic beverages do you usually drink? In order to determine how much alcohol you actually drink, we use a measure called a "standard drink" which always contains 1/2 ounces of pure alcohol regardless of the type of beverage. This chart has a variety of common alcoholic beverages and their standard drink equivalent. (Review Standard Drink Chart with student.) Let's see how many standards drinks are in the beverages you usually consume.

Now let's complete the 30-Day Drinking Calendar and see what your pattern of drinking looks like for the past month. (Use calendar and complete TLFB-30 as described in TLFB User's Guide.)

PART 3 20 Minutes

➤ **Drinking Self-Monitoring Cards**

Once TLFB-30 is completed, the first BASICS Session closes with a request that the student self-monitor his or her drinking on a daily basis from the close of the initial session up until the next meeting. Give the student approximately 10 wallet-sized monitoring cards along with instructions for their use. Be sure not to appear to be prescribing drinking, assuming it will occur or approving of it, be neutral and simply explain the use of the cards.

You can describe and instruct the student in the use of the self-monitoring cards as follows: *"If you choose to drink alcoholic beverages in the time between now and our next meeting, I would like you to keep track of your frequency and quantity alcohol use on these diary cards. I am not assuming you will drink or that you should do so. As always decision about possessing and consuming alcohol are up to you to make.*

Now, let me go over how the drinking self-monitoring cards are used. you can see this side of the card has rows and columns where you indicate what and how much you are drinking, for how long, what you mood is, where you are and the people you are with. The other side of the card gives instructions on how to complete the self-monitoring part and codes for some of the entries. Do you have any questions about how the self-monitoring cards are used? How do you feel about doing this exercise, if you choose to drink between now and our next session? What obstacles to do you anticipate will get in the way of this task? How will you overcome those obstacles?

The self-monitoring card contains columns for the student's mood, where they are, and who they are with providing rich information on contextual factors that influence drinking. Students are asked to make at least an entry per day, indicating "none" for non-drinking days and completing a

full row of responses per drink indicating what they drank, where they were, the people they were with, and their mood while drinking the beverage. Be prepared for some resistance to completing this exercise and brainstorm with the student about how to best accomplish it.

Having students self-monitor their drinking can be useful in two ways. First, the act of systematically observing and recording a behavior can increase self-awareness and may lead to changes the behavior. This experience is often referred to as “reactivity” where a decrease in an undesirable behaviors and an increase in desirable behavior occur as a result of self-monitoring. Second, well-completed self-monitoring cards provide a convenient way to begin the feedback session of BASICS as a means to introduce and teach the student how to use the “Personalized BAC Card” you will provide them at the beginning of the session.

➤ **Review Accessing the eCHECKUP TO GO On-Line Assessment Survey**

Inform the Student of the following regarding the use of the eCHECKUP TO GO Survey:

- ✓ Tell the student the purpose eCHECKUP TO GO survey is to gather comprehensive and systematic information on their pattern of drinking and its potential safety and health consequences to guide discussion and brainstorming during the next session not to diagnose, label or judge their decisions or to provide a basis for further action by the university.
- ✓ Tell the student eCHECKUP TO GO is not a test, there are no right or wrong answers, just an attempt to gather accurate and complete information and that it is okay to estimate answers, if the student is not sure what to say. Also, eCHECKUP TO GO is completely confidential.
- ✓ Inform the student that no matter what that say on the eCHECKUP TO GO on-line survey, BASICS is just two sessions and no further requirements of any kind will placed on them as a results of their answers. Let them know that it is really up to them to decide what, if anything, they will do with the information that you will explore with them on the eCHECKUP TO GO Drinking Profile, but that you will weigh in with you option and advice which is not a prescription and in no way binding on their future decision about drinking.

You might say something like: “Using the eCHECKUP TO GO Drinking Profile we will explore your drinking pattern and its health and safety implications collaboratively. I will try to answer any questions you may have about what the information means and its health and safety implications. What you do in response is entirely up to you, but if I’m concerned about your health or safety, I’ll let you know that and then it’s still up to decide what you would like to do about what I recommend, if anything. Your decision in no way will influence your successful completion of BASICS and are not part of the requirement to attend and participate needed to complete this process. Do you have any questions about accessing and completing the survey or how the results will be use in our next session? What do you think about completing eCHECKUP TO GO?”

- ✓ Emphasize how important it is to complete the eCHECKUP TO GO on-line survey right after the session or within two days and to do so as honestly and thoroughly as possible to ensure the next session is based on accurate and complete information.

➤ **BASICS Session 1 Wrap Up**

Remind student of day and time of next meeting. Provide your business card or contact information so that the student can contact you with any questions or concerns that arise before the next session. Thank them for their participation and cooperation. Tell them you enjoyed meeting them and look forward to completing BASICS at the next session. Check to see if the student has any final questions or concerns and address them as much as needed.

Delivering BASICS Session 2

Goals for BASICS Session 2

- Move to next stage of change
- Provide feedback information
- Provide psycho-educational information about alcohol that will assist student to make more informed, less risky decisions
- Remove or reduce barriers to change
- Listen for self-motivating statements

What to do before the second meeting

- Review the student's eCHECKUP TO GO Drinking Profile, Feedback Summary & Input Summary.
- Print out 2 copies of the student's eCHECKUP TO GO Drinking Profile for use in Session 2
- Create a laminated Personalized BAC Card for the student and other relevant handouts
- Identify areas to increase self-awareness, to develop discrepancy and to elicit change talk
- Develop a plan for the session based on the content of session 1, the student's eCHECKUP TO GO Drinking Profile, areas to develop discrepancy and the student's stage of change

What to do during the second meeting

PART 1 20 Minutes

➤ Re-acquaintance and Re-establishing Rapport

Greet the student in a warm, yet professional manner. Begin the session by checking-in with the student about their week, following up on issues that were salient in the first session, their experience with the eCHECKUP TO GO survey, any changes in drinking, etc. Be sure to use open-ended questions, reflections, affirmations and summaries consistent with the motivational interviewing OARS.

- ✓ *How is it going since we last met? Has anything significant happen since we met regarding school or your personal life that you feel we should talk about? (If no, move on, if yes, process issue(s) with open-ended questions and reflections)*
- ✓ *I remember in our last session, you were thinking about... concerned about... how are you feeling about that today?*
- ✓ *What was it like to complete the eCHECKUP TO GO on-line survey? What was most significant or memorable?*
- ✓ *Has anything your attitudes toward alcohol or your drinking changed since we last met? If so, what?*

➤ **Review Drinking Self-Monitoring Cards and Teach Use of Personalized BAC Card**

Use an open-ended question to find out how the monitoring went. For example, *“Remember those monitoring cards I gave you? Did you bring them with you? How did it go for you?”*

Use an open-ended question to find out what impact the monitoring had, if any. For example, *“What did you notice most about monitoring your drinking?”*

Give the student their “Personalized BAC Card”, note it is specific to their weight and gender, then explain how to read the BAC card using number of drinks and hours to determine the approximate BAC. Explain that this estimate of BAC may not be exact and should never be used to determine if they are sober enough to drive or engage in other activities that would be risky if someone was drinking.

Use the self-monitoring card to demonstrate how to estimate BAC by choosing a night the student drank, the number of drinks and number of hours and the corresponding BAC estimate on the card. Ask them how they felt at that BAC level. If there were no drinking episodes since the first session, fill out a card based on the TLFB-30 to demonstrate its use. Tell the student the BAC card is theirs to keep and use to reduce the risk of drinking, if they choose to drink in the future. Point out the number of drinks in various numbers of hours that would put their BAC no higher than a .06 and discuss how that level of BAC is the most enjoyable for most people and less risky than drinking beyond that amount of alcohol. Solicit and answer any questions.

For students who forget to bring their self-monitoring cards or you had episodes of drinking they forgot or chose not to record, keep some blank cards handy and either reconstruct some recent episodes to teach the use of the BAC card or use the TLFB-30 data as described above to complete this initial task of session 2.

PART 2 20 Minutes

➤ **Review eCHECKUP TO GO Drinking Profile (eCDP)**

Introduce the eCHECKUP TO GO Drinking Profile and process that will occur in offering feedback, processing student’s questions and reactions and finally, engaging in goal setting and change planning depending on the student’s stage of change. Your overview the feedback process might go something like this:

“What I have here is your eCHECKUP TO GO Drinking Profile. This profile summarizes in a convenient form all your answers to the questions from the on-line survey you took and provides us with a summary information, graphics and some tips for reducing any risk to your safety and health that drinking may be causing. For the next several minutes, we will go over your eCDP and you can keep a copy for your records or for future review. As we go through the profile together, I will first give you feedback based on the results of your survey, ask you if you have any questions or comments on the information and at times, briefly discuss with you implications for your health and safety.

Our review of your eCHECKUP TO GO Drinking Profile will be fairly fast-paced, but I want to spend as much time as needed on issues you find most important, but all cover every aspect of the feedback so you get the big picture as well. After we have completed our review of your eCDP, we will pause for a moment of reflection, summarize

the main points and together brainstorm about what, if anything, you would like to change about your pattern of drinking or if you would prefer, to explore how you could abstain from alcohol either temporarily or permanently. Remember, that I will not be telling you what to do or making judgments about your choices, but I will give you my honest opinion and advice based on the what the eCDP says about your level of safety and health risk and harms due to drinking and my own concern for your welfare and success while you are in college and beyond after you graduate. Do you have any questions or concerns we should address before we start?

FEEDBACK POINT 1: Your Drinking Pattern

Drinking Quantity

1. How much you drink in a typical month.

You reported on the survey that you typically consume _____ standard drinks per month.

What do you think about this amount of monthly drinking? How does this pattern of drinking in a month compare with your estimate before taking the survey? How do you feel this pattern of monthly drinking is affecting other aspects of your life?

2. How much you drink in a typical week.

You reported on the survey that you typically consume _____ standard drinks per week.

What do you think about this amount of weekly drinking? How does this pattern of drinking in a typical week compare with your estimate before taking the survey? How do you feel about this pattern of weekly drinking is affecting other aspects of your life?

As I recall you usually drink _____ times per week and the quantity of alcohol consumed in a week varies on each of those days. Which days do you drink the most standard drinks? How does your experience differ on those occasions compared to when you drinking less?

Because these results are based on typical drinking patterns, you may want to talk with the student about times in the month or year when their weekly drinking is higher or lower. You should also spend sufficient time eliciting reactions to this information and reflecting back what the student shares.

FEEDBACK POINT 2: Comparing Your Drinking to other US Men/Women.

According to the results of the survey, _____% of American men/women drink less than you in a typical week?

How does this figure match up with how you thought you would compare to weekly drinking of other American men/women? How do you feel about being at that level of drinking compared to other men/women.

This can lead to an exploration of their drinking patterns as it compares either to men or women in general and to the student's friends drinking patterns as well as other students at your school. When compared with men and women in general, many students will say that all college students drink more than the average person in the U.S. Reflect back that statement and suggests that while young adults both in college and those not attending college drink more that older men and women that

research shows that college men and women drink more than either older adults or other young adults not attending college.

Be careful not to let this conversation turn into an argument over the accuracy of these normative comparisons. If you get resistance, use reflection to understand what the student's objections or concerns are and do not argue with them about whether these figures are true. You might just say that it is something they can think more about and move on, if you are getting resistance.

FEEDBACK POINT 3: BAC Levels

Transition to talking about level of intoxication and BAC, then say:

Thinking about how much and how frequently you drink is one way to look at your drinking, another way is to think about your drinking is to understand how much alcohol is actually in your body or your typical and peak Blood Alcohol Concentration or BAC. Before I give you feedback from the survey on those figures, let's review a chart and estimate where you think you are regarding BAC first for a typical week of drinking and then for the occasion you reported was your heaviest drinking episode in the past month.

1. Highest BAC during a Typical Week of Drinking

Ask the student's to estimate using their BAC Card the highest BAC they reached during a typical week: *Before I show you what the survey calculated as your highest BAC in a typical week of drinking, I want you use your BAC Card and tell me where you think you would be when you have about ____ drinks (most drinking in a typical week) over about ____ hours (number of hours drinking).*

2. Highest BAC during a the Heaviest Drinking Episode in Past Month

Repeat the above process above for the highest BAC reached during the heaviest drinking episode in the past month. *Now let's think about the time you drank the most in the past month. You report that you had about (# of standard drinks) drinks over about # of hours). Look at your BAC Card and tell me where you think you were that night you drank the most.*

Go back to the eCHECKUP TO GO Drinking Profile page where the BAC bar graph is located and show the student how the survey estimated their highest BAC in a typical week and their highest BAC during the heaviest drinking occasion in the past month.

Engage in a dialogue about this process as follows:

How does your experience at your highest BAC in a typical week compare to the description what is occurring at that level of intoxication in the eCHECKUP TO GO BAC Table?

How does your experience at your highest BAC during your heaviest drinking episode in the past month compare with how you felt during a typical week?

After completing a thorough discussion, you might paraphrase and highlight salient points to end this section.

FEEDBACK POINT 4: Sobering Up

Transition to talking about sobering up and before you turn to that page in the eCHECKUP TO GO Drinking Profile, ask the student:

What are some things that you and your friends do when you feel one of you may have had a bit too much to drink in order to try to sober up more quickly?

Listen and paraphrase the responses. Ask how well the student feels each one works. Share the fact that once alcohol enters the bloodstream, there is nothing you can do to speed up the process that is about one standard drink per hour. Have the student look at their BAC Card and locate their highest BAC level for a typical week and the heaviest occasion. Point out the BAC Chart in the Sobering Up section that shows how long it takes for alcohol to leave the system. Then offer the following feedback:

1. Sobering Up Time after Highest BAC in a Typical Week

For your highest BAC level reached in a typical week of drinking of ____, it would take ____ hours and ____ minutes for your BAC to reach zero (.00)

What do you notice about this? How do you feel as your BAC goes down from that level? What is your experience with “hangovers” the next morning after reaching that BAC?

2. Sobering Up Time after Highest BAC during the Heaviest Drinking Occasion in the Past Month

For your highest BAC level reached during your heaviest occasion of in the past month of ____, it would take ____ hours and ____ minutes for your BAC to reach zero (.00)

What do you notice about this? How do you feel as your BAC goes down from that level? What is your experience with “hangovers” the next morning after reaching that BAC?

FEEDBACK POINT 5: The Cost to You: Money Spend on Alcohol

You reported on the survey that you spend _____ dollars per year on alcohol, which means you use _____% of your spending money to purchase alcohol.

Your eCHECKUP TO GO Drinking Profile lists various other ways you could have spent that money such as downloading music, paying for your cell phone or paying your rent. How does this amount of money spent on alcohol compare to your estimate of the cost of drinking for the year? How do you feel about using this percentage of your financial resources to buy alcohol?

FEEDBACK POINT 6: PHYSICAL COSTS - The Calories You Get From Alcohol in a Month

Point out that each standard drink contains about 100 to 140 calories. Also mention that calories from alcohol have very little nutritional value and cannot be stored by the body for future use. Further, your body burns the calories in alcohol before it uses other fats and carbohydrates, so drinking may lead to more fat in your body over time.

(Note: Be aware that many college women and some college men may have eating disorders and compensate for this by not eating or purging. Be on the look out for symptoms of eating disorders and emphasize if necessary that reducing drinking is more healthful than other methods to control weight. Also, be ready to come back to this at the end of the session with a referral to appropriate assessment and treatment services, if indicated.)

Given the number and types of drinks you have in a month, you drank about _____ calories of the equivalent of eating ____ cheeseburgers.

How do you feel about receiving this many calories in a month from drinking? What types of activities do you do, if any, to reduce the impact of these calories on your health?

Notice that the profile states that at 6 miles per hour, you would have to run for _____ hours and _____ minutes to burn off those calories from a month of drinking.

What conclusions do you draw from looking at your caloric intake from alcohol in a month?

(Note: Point out before moving on to next point, that the results of the brief quiz on “Alcohol and Physical Performance” the student took during the survey are presented next and can be reviewed by the student on their own)

FEEDBACK POINT 7: Personal Risk Factors

1. Risk Score: Past Consequences and Risk for Developing an Alcohol Problem

Your survey results provide a rating of your overall risk for developing an alcohol problem based on your “negative consequences score.” That rating was _____ based on your Total Score of _____.

Explain to the student that past negative consequences due to drinking are only predictive of future risk if the student’s pattern of drinking remains the same. Look at the eCHECKUP TO GO Input Summary and familiarize yourself with the student’s pattern of responses to the AUDIT. Determine the relative contribution their total score of the Hazardous Drinking Items 1-3, the Alcohol Dependence Items 5-6 and the Negative Consequences Items 7-10. Give specific feedback on the student’s rating of specific items showing them where they are on the AUDIT and discuss what created their score and ask if they have any questions, solicit their reactions using open-ended questions and paraphrase their responses.

2. Tolerance Level

According to the survey your level is _____ which is considered _____ tolerance is both a risk factor for developing future alcohol problems and a factor that increases the cost of alcohol and its negative effects on your body.

Do you have any questions about tolerance? Have you notice you need more alcohol now to get the same effects as you once did? What does that mean to you? How could you get your tolerance down and what effect would that have on your experience?

3. Family Risk Level

Introduce family history: Research indicates that there may be a genetic component to alcohol problems. Having a family history doesn't mean you are destined to have a problem, or not having a family history means that you are immune. However, it is important to know what your family risk level is and how that has influenced your attitudes and feelings toward drinking and your drinking pattern.

According to the survey, your risk for developing a problem based on your family history is _____.

If a positive family history, discuss who in the family has or had a problem and how this affect the students as a youth and how they think it is affecting them now and will in the future. If there is alcoholism in the family, talk with the student about messages their parents or others may have given them regarding their own drinking.

You may even say, "Some people say that if you have alcoholism in the family, you shouldn't drink at all. What do you think of that?"

You can think about this as if you knew heart disease ran is in your family, so you would eat right, exercise and get regular check ups. Alcoholism tends to run in the family, it gives an added reason to pay attention to your drinking, particularly if you are drinking in high risk ways in college. While some students in college, will reduce their drinking upon graduation, having a family history of alcoholism may make that harder to change.

Note: This can be a highly emotional issue for students to talk about and should be explored with sensitivity and empathy.

4. Age Began Drinking

According to the survey, you said you started drinking at age _____, looking at the bar graph that relates the age you began drinking to your risk for alcohol problems, _____% of adults 18 and over began drinking at that age.

How does this relate to the level of risk for developing an alcohol problem that we have been discussing?

5. Drinking and Driving Risk

You reported that you drove _____ times in past month after having 3 or more drinks.

If so, it is likely you were driving while intoxicated. What BAC to your think you were at? (use BAC Card) What was it like for you to drive with that much alcohol in your system?

You reported that you rode ____ times in past month with a driver that drank 3 or more drinks.

If so, it is likely your driver was driving while intoxicated. What BAC to your think your drive was at? What was it like for you to drive with someone who had that much alcohol in his or her system?

Wrap up the conversation about personal risks by offering a summary of the five risk areas and mention that while sexual risk was not cover, it is a common area for concern among college students. Ask the student, *What is your overall reactions to our discussion of your level of risk for developing an alcohol problem based on your survey results?*

PART 3 20 Minutes

FEEDBACK POINT 9: Estimated and Actual Drinking and Marijuana Use Rates

You said ____% of U.S. College men/women drink more than you do and research on college drinking shows that ____% of U.S. College men/women drink more than you do.

Solicit reactions, comments and implications.

(If you have data specific to you campus, remind the student of that here)

You said ____% of your college or university students have two drinks or less in a typical week and research shows that ____% of your college or university students have two drinks or less in a typical week.

Solicit reactions, comments and implications.

You said ____% of your college or university students do not drink at all in a typical week and research shows that ____% of your college or university students do not drink at all in a typical week.

Solicit reactions, comments and implications.

You said ____% of your college or university students have smoked marijuana in the last 30 days and research shows that ____% of your college or university students have smoked marijuana in the last 30 days

Solicit reactions, comments and implications.

FEEDBACK POINT 10: Tobacco Use

On the survey you said in one month you smoke ____ cigarettes, that you have smoked for ____ years and that in your lifetime you have smoked about ____ cigarettes and you spend _____ or about _____% of your money on cigarettes.

Solicit reactions, comments and implications.

FEEDBACK TOPIC 11: MY GOALS AND ASPIRATIONS

1. When it comes to your HEALTH & FITNESS

You said it was important to you to: go over items listed in this section on the feedback report.

Reflect what the student endorsed on the survey, solicit reactions, comments and implications with open-ended questions, and reflect as needed.

To meet your health and fitness goals, you said you could decrease or do away with: go over items listed in this section on the feedback report.

Reflect what the student endorsed on the survey, solicit reactions, comments and implications with open-ended questions, and reflect as needed.

To discuss your health and fitness goals, you could contact: go over options and discuss.

2. When it comes to your RELATIONSHIPS

You said it was important to you to: go over items listed in this section on the feedback report.

Reflect what the student endorsed on the survey, solicit reactions, comments and implications with open-ended questions, and reflect as needed.

To meet your relationship goals, you said you could decrease or do away with: go over items listed in this section on the feedback report.

Reflect what the student endorsed on the survey, solicit reactions, comments and implications with open-ended questions, and reflect as needed.

To discuss your personal relationships and communication skills, you could contact: go over options and discuss.

3. When it comes to your CAREER & LIFE GOALS

You said it was important to you to: go over items listed in this section on the feedback report.

Reflect what the student endorsed on the survey, solicit reactions, comments and implications with open-ended questions, and reflect as needed.

To meet your career and life goals, you said you could decrease or do away with: go over items listed in this section on the feedback report.

Reflect what the student endorsed on the survey, solicit reactions, comments and implications with open-ended questions, and reflect as needed.

To discuss your career and life goals, you could contact: go over options and discuss.

4. When it comes to your **SELF-ESTEEM**

You said it was important to you to: go over items listed in this section on the feedback report.

Reflect what the student endorsed on the survey, solicit reactions, comments and implications with open-ended questions, and reflect as needed.

To meet your self-esteem goals, you said you could decrease or do away with: go over items listed in this section on the feedback report.

Reflect what the student endorsed on the survey, solicit reactions, comments and implications with open-ended questions, and reflect as needed.

To discuss your self-esteem and create a healthier lifestyle, you could contact: go over options and discuss.

➤ **Summarize Key Issues Discussed in the eCHECKUP TO GO Drinking Profile**

Summarize key points from feedback session and solicit student questions, reactions and comments

FEEDBACK POINT 12: MAKING A CHANGE: Motivation Changing Your Drinking Pattern

1. Go to the “Making Changes” section of the eCDP and give the student feedback on their importance score as follows:

On the survey, you rated the **Importance** of changing your drinking as a ____.

Use some of all of the following “Importance Scaling Questions” to process the student’s rating:

“What makes it that important?”

“Why are you at a xx and not a xx?”

“What would it take to raise your score to a xx?”

“What would help you get there?”

“Where would you rate the importance making a change in your drinking today?”

2. Go to the “Making Changes” section of the eCDP and give the student feedback on their **Confidence** score as follows:

On the survey, you rated the **Confidence** in changing in your drinking as a ____.

Use some of all of the following “Importance Scaling Questions” to process the student’s rating:

“What makes you that confident?”

“Why are you at a xx and not a 1?”

“What would it take to raise your score to a xx?”

“What would I help you get there?”

“Where would you rate your confidence in making a change in your drinking today?”

Summarize the student’s readiness to change as follows:

So you are saying that today the importance you place on changing your drinking is a ____ and your confidence in your ability to make a change in your drinking is a _____. Is that about right? How has your motivation changed as a result of our talk today?

If student expresses low motivation, some questions might be helpful:

- ✓ *What kinds of things would be a warning sign to you that you needed to make a change?*
- ✓ *What would it mean if you continued to drink like you have been?*
- ✓ *What would be some of the good things about making a change?*
- ✓ If student expresses a desire to change but low confidence:
- ✓ *How would you like things to be different?*
- ✓ *What do you think is your first step?*
- ✓ *How would your life be different if you quit altogether?*
- ✓ *Let’s pretend for a minute that you have quit (or cut down). What changes would you have had to make to be able to do that?*

➤ **Next Steps: Student Input**

Below the Importance and Confidence Ruler in the student’s Alcohol eCHECKUP TO GO Profile there is a section labeled, **“Your First Steps”** just before the section on “Resources.”

Go over the items the student selected in the “Your First Steps” section, if any, ask the student what they think is their next step regarding making any changes in their marijuana use pattern. Ask follow-up open-ended questions and reflect back student statements. If they did not endorse any first steps, it may be due to low importance and confidence. Focus on understanding this, developing discrepancy and building motivation to change.

Review with the student options for next steps including:

- ✓ Pursuing making changes on one’s own
- ✓ Going to a university or community service provider

➤ **Next Steps: Practitioner Recommendations**

Your recommendations should reflect several factors:

1. The severity of the student’s eCHECKUP TO GO Drinking Profile.
2. The student’s level of motivation.
3. The First Steps they selected, if any.

4. The presence or absence of co-occurring medical or mental disorders or other circumstances that have relevance for level of potential risk and harm to the student and others related to the student's drinking pattern.
5. The student's referral sources (i.e. self, campus service site, mandated, etc.)
6. The range of resources available on-campus and in the community for referral for specialized services for alcohol problems.

If the student is engaging in high-risk behavior and is very unmotivated to pursue making changes, it is appropriate for you to state your own concerns and recommendations. To do this, first reflecting the student's point of view, asking permission to give your concern and asking several open-ended questions to explore student reactions.

For example one possible dialogue might be:

[Reflection] *It seems to me what you are saying is that while you recognize that your drinking a lot right now you anticipate that will change after graduation.*

[Open-ended question] *Do I have that right?*

[Ask permission] *I am somewhat worried about your safety, health and success. I'm wondering if it would be ok to talk with you about it?*

[Statement of concern] *My concern is that, while your drinking may change after college, I am worried about what could happen from use of alcohol while still in college. You know what I mean? Like I am worried about what might happen if you got arrested, had another student code violation or if your grades continued to suffer as a result of your alcohol use.* (Note: Your choice of what to bring up here should be related to the eCHECKUP TO GO Drinking Profile alcohol use pattern, negative consequences and areas where you think you can develop or increase discrepancy.)

[Open-ended question] *What do you think about that?*

➤ BASICS Session 2 Wrap Up

Give the student their eCHECKUP TO GO Drinking Profile, Personalized BAC Card, handouts and resource lists. End in a positive way and support self-efficacy – affirm student's choice to complete BASICS. Thank student for talking with openly with you.

Ask about the student's experience with BASICS, for example:

Now that we've finished, I am wondering how was this experience for you?

Do you have any lingering question?

Is there any thing else I can help you with while you are here today?

Arrange for any required reporting to a referring authority or any other follow-up action required of the student by your college or university.